DOCUMENT RESUME

ED 213 938 CE 031 673

AUTHOR Ruppert, H.E.; And Others
TITLE Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE 82
NOTE 71p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Admission Criteria; *Cooperative Education; Coordination; *Instructor Coordinators; Postsecondary Education; Program Administration; *Program Implementation; Publicity; Secondary Education; Student Records; *Teacher Responsibility; *Vocational Education; Vocational Education Teachers
IDENTIFIERS Louisiana

ABSTRACT

This guide on cooperative education is designed to assist the beginning teacher-coordinator with the resource material he/she will need and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices. General information contained in the first section includes philosophy, objectives, and advantages of cooperative vocational education; definition, philosophy, and goals and objectives of general cooperative education; and advantages of general cooperative education to the community, employer, students, and school. Section 2 discusses the teacher-coordinator and his/her activities. A brief history of general cooperative education in Louisiana is presented in the next section. Section 4 covers these topics related to starting a program: cooperation with other schools and agencies, providing occupational education to meet changing needs, occupations covered in the program, initial survey, program promotion, pitfalls to avoid, sample letter to employers, and example policy statement. The final section considers student selection and suggests records and reports to be maintained on each cooperative student. It also contains a sample list of general cooperative education policies and a listing of minimum standards for (Louisiana) State approval in reimbursed programs of vocational education. Twenty pages of sample forms for a general cooperative education program are appended. (YLB)

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STATE DEPARTMENT OF EDUCATION

OF LOUISIANA

1982

HANDBOOK FOR GENERAL COOPERATIVE EDUCATION TEACHER—COORDINATORS IN LOUISIANA

BULLETIN 1669

U.S. DEPARTMENT OF EDUCATION
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STATE DEPARTMENT OF EDUCATION

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ACKNOWLEDGMENTS

This publication represents the cooperative efforts of field personnel, teacher educators, and state supervisory personnel from the general cooperative education and marketing and distributive education disciplines of vocational education. Special recognition goes to Dr. Dennis Wallette, Professor and Vocational Teacher Educator, Southeastern Louisiana University, who served as project director in the development of the guide. Special commendation goes also to members of the writing and development team who worked diligently to make this publication a reality.

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Cooperative education is one of the most viable vocational education programs today. And certainly, general cooperative education is one of the leading cooperative education programs. Because of the growth of this vocational discipline, a handbook is needed to assist the general cooperative teacher-coordinators. It may be used as a guide to assist the beginning teacher-coordinator with the resource material he will need, and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices.

In an effort to provide the most reliable handbook possible, only experienced vocational teacher-coordinators and teacher-educators were used in its development. It is my hope that you will use this handbook as your first source of reference.

J. Kelly Nix
State Superintendent of Education

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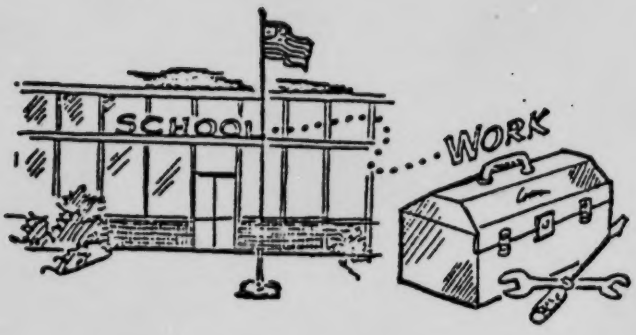


GENERAL INFORMATION

PHILOSOPHY OF COOPERATIVE VOCATION EDUCATION

Vocational education is that part of education which makes an individual more employable in one group of occupations than in another. Cooperative Vocational Education furthers this idea by enabling students to receive vocational training in the school and on-the-job training though part-time employment. It is that phase of vocational education which provides an opportunity for individuals to develop the knowledge, attitudes, and skills necessary for success in the multitude of occupations served by vocational education.

Through work-oriented instructors, cooperative education offers a practical service to the community with training directly aimed at employment, improvement, and advancement in the world of work. This challenge offers more opportunity for versatility than in any other field of education to both the student and the teacher-coordinator. There are positions for the disadvantaged and the handicapped as well as for those with the highest potential.

OBJECTIVES OF COOPERATIVE VOCATIONAL EDUCATION

1. To offer instruction and training for entry and advancement in all areas served by vocational education.

2. To raise occupational efficiency of students already employed and prepare them for advancement.

3. To retrain for different positions within the same occupational area.

4. To further business, civic, or school interest in occupational fields.

5. To help develop an understanding of the social and economic responsibilities in a free competitive society.

6. To provide specialized programs for the potentially employable who are handicapped or disadvantaged.

ADVANTAGES OF COOPERATIVE EDUCATION

Below is a partial list of some of the most outstanding advantages of cooperative education.

1. Cooperative programs are quickly adaptable to changes in the labor market.

2. Openings for training stations are closely related to opportunities for full-time employment of graduates.

3. Cooperative programs require lower capital investment in space and equipment (requires little more equipment or space in the school than is called for in first-rate classroom instruction in any subject).

4. Cooperative education stimulates desirable attitudes toward work. (Work atmosphere is extremely difficult to reproduce outside of real work situations, and the importance of promptness and regular attendance at work are much more demonstrable on the job than in school.)

5. Student has ample opportunity to determine whether or not he likes and can succeed in a particular field of work. (Typical placement rates are more than 80 percent in the occupation for which student is trained.)

6. Cooperative education can be offered in a given occupational field for a small group or even for an individual.

7. Cooperative education offers to the school holding power over students who may be potential dropouts..

DEFINITION OF GENERAL COOPERATIVE EDUCATION

General Cooperative Education (GCE) is a vocational training program whereby a student attends school for a maximum of four hours per day and receives at least fifteen hours of actual work experience per week in an occupation related to the student's career objective. While at school the student must take a course of related instruction pertaining to his/her particular job. On the job he is rotated according to a definite plan so that he/she may be placed in an environment conducive to his/her career objective. For successful completion of both in-school related class and the on-the-job training, the student receives three credits.

PHILOSOPHY OF GENERAL COOPERATIVE EDUCATION

The General Cooperative Education (GCE) program is aimed at, but not necessarily limited to, smaller communities and schools. The main feature of this type of cooperative program is that student part-time employment can be in any occupation which can be justified educationally for the student and is socially desirable. The more specialized cooperative programs (Distributive Education, Cooperative Office Education, etc.) offer training in more limited occupational categories only. To be sure, a specialized program is superior to a general program where there are enough students interested and enough training stations available in a limited occupational category, because the related instruction can be more specialized, and the problems encountered by the students are more homogeneous in nature. Many smaller communities,

do not have enough training stations or students to support a more specialized program. There may be, however, several occupational training opportunities in such businesses as feed stores, farm implement firms, service stations, food stores, clothing stores, health occupations, office occupations, and in some trades. The problem in small communities is not so much a scarcity of occupational opportunity, it is more a matter of ground work and of gaining the confidence of potential employers. A General Cooperative Education program would allow smaller schools to establish a comprehensive vocational offering at very reasonable expense.

GOALS AND OBJECTIVES OF GENERAL COOPERATIVE EDUCATION

1. Preparation for gainful employment and for advancement in a vocation occupation is the primary goal of the General Cooperative Education programs.

2. The General Cooperative Education program should foster an awareness of the civic, social, and moral responsibilities of business to society.

3. The General Cooperative Education program should engender an appreciation of the American private enterprise system as a cornerstone of American Democracy.

4. The General Cooperative Education program should encourage and promote the use of ethical standards in business and industry.

5. The General Cooperative Education program should stimulate the student's interest in his chosen occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.

6. The General Cooperative Education program should provide training that results in increased efficiency in the student's chosen profession.

7. The General Cooperative Education program should be sensitive to changes in industrial practices and procedures as these are affected by societal, economic, technical, and eduational developments; and able to adapt itself to such changes.

8. The General Cooperative Education program should advance the objectives of the total education program.

9. The General Cooperative Education program should strive to develop among employers and employees a wider appreciation of the value of specifically trained personnel.

ADVANTAGES OF GENERAL COOPERATIVE EDUCATION TO THE EMPLOYER

1. The employer becomes a partner in selecting, instructing and training young workers in the skills and understandings needed for effective job performance.

2. The employer has the assistance of the school in instructing and counseling the cooperative student during the period of transition and adjustment from school to full-time employment.

3. Employers retain a large percentage of the cooperative students after graduation who work into positions of real responsibility and leadership.

4. Employers participate in the upgrading and updating of technical information in the school.

5. Employers can depend on this source of new workers who are receptive to instruction.

6. Employers have the advantage of hiring workers with a basic understanding of the technology of the occupation, including mathematics and applied science.

7. Provides selected and motivated workers who have chosen a career in keeping with their interests and aptitudes.

8. Helps develop a reservoir of productive, promotable employees.

9. Relieves employers of some of their training problems.

10. Provides employers with an available employee experienced in his business for emergency relief or during peak periods.

ADVANTAGES OF GENERAL COOPERATIVE EDUCATION PROGRAM TO STUDENTS

1. Provides realistic learning in which the student may discover his true interests and abilities.

2. Gives a good understanding of employment opportunities and responsibilities through direct on-the-job experience.

3. Gives basic information regarding business and industry needed for intelligent career choice.

4. Develops important work habits and attitudes necessary for advancement in later life.

5. Provides a laboratory for developing salable skills.

6. Gives meaning and purpose to the academic school courses.

7. Provides first-hand experience with other employees which leads to a better understanding of the importance of human relations.

8. Provides vocational guidance through experience in the world of work.

9. Student earns while he develops a salable skill.

10. Helps develop the proper attitude toward work and workers.

11. Receives the combined advantages of learning experiences from school life and employment.

12. Provides an effective test for success in his chosen field of work.

13. Enables a student to remain in school who may otherwise drop out due to economic reasons.

14. Helps a student find his place in our economic society.

ADVANTAGES OF THE GENERAL COOPERATIVE EDUCATION PROGRAM TO THE SCHOOL

1. Enlarges the vocational offerings available to students without major expenditures for shop and laboratory facilities.

2. Business, industry, and the school work together in developing a strong vocational program.

3. Brings to the school a wealth of social and technical information which may be used as the basis for effective instruction.

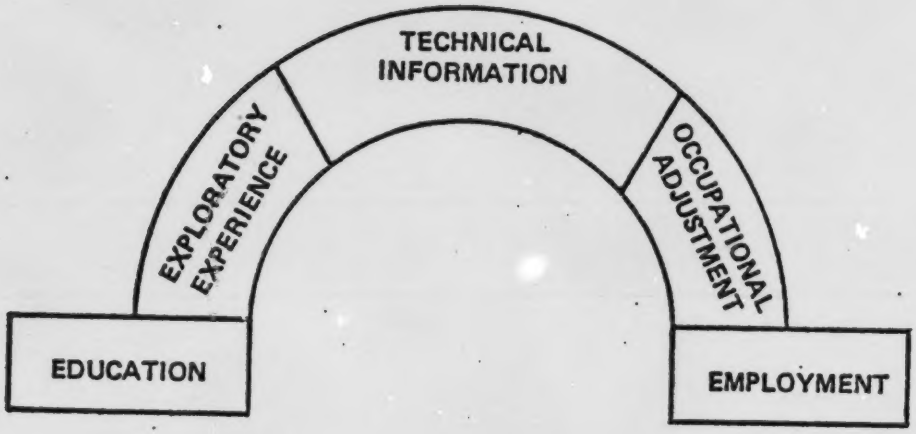
4. Gives the school an effective means of evaluating its instructional program.

5. Increases the holding power of the school by providing meaningful experiences for the student.

6. Permits training in a variety of occupations simultaneously at a low per capita cost.

7. Provides a broad curriculum to meet the varied needs of all students enrolled.

8. Provides public relations for the school.



TEACHER-COORDINATOR

THE TEACHER-COORDINATOR

The teacher-coordinators of these programs will come from a wide variety of backgrounds, and most have been trained after they were selected to run a local program. These people have to be versatile, indeed, as can be readily appreciated when one considers that a class of General Cooperative Education students may possibly have fifteen different occupations represented. Any vocational teacher who can be certified as a teacher-coordinator in any approved vocational area may be approved to serve as a teacher-coordinator of the General Cooperative Education program. Once the teacher-program is approved the school system would become eligible for vocational funds for extended employment, travel, supplies and equipment, in the same manner as the better known Marketing and Distributive Education and Cooperative Office Education programs. In fact, a part-time Marketing and Distributive Education and Cooperative Office Education teacher might be utilized to direct this program also, as a part of his daily schedule.

In addition to the necessity of being a very versatile teacher in the classroom, the GCE teacher-coordinator has other duties and responsibilities common to most types of vocational cooperative programs. These include placement and supervision of students on the job, public relations, record keeping and reporting (a chore familiar to all vocational teachers).

The following list of activities will re-emphasize the need for a versatile teacher-coordinator. This list is not complete but it is typical of some of the activities required of a teacher-coordinator.

1. Organize and assist in conducting a community occupational survey.
2. Determine vocational interests and needs of students.
3. Study and evaluate local curriculums.
4. Organize an advisory committee.
5. Prepare a plan for student recruitment and selection.
6. Locate prospective training stations.
7. Develop training plans for appropriate occupational areas.
8. Interview employers and survey selected training establishments.
9. Develop specific training outlines in cooperation with prospective employers.

10. Supervise trainees and training on the job.

11. Collect and evaluate employer's report on training progress.

12. Plan adequate classroom facilities, and teach related classes.

13. Prepare and organize materials for related class instruction.

14. Establish a system of records for student evaluation and reports.

15. Provide counseling of all school students including coops, dropouts, and graduate placement.

16. Organize publicity for student information and recognition.

17. Serve as an advisor and help organize and plan the many and varied activities of the appropriate youth organizations.

18. Organize and/or conduct adult classes.

19. Prepare periodic reports as required by the local school system and the State Department of Education.

20. Assist in a yearly evaluation of the cooperative program in the school.

There are many other areas in which the coordinator must possess knowledge and skills. The above list indicates that the coordinator must be a special person whose ability determines the success or failure of the General Cooperative Education program in the school.

General Cooperative Education in Louisiana is patterned after similar programs found in many other states. The program is designed to serve areas with limited opportunities for job placement. Rural communities that have been able to provide specialized programs in specialized cooperative programs are qualified to establish a general cooperative education program.

In the spring of 1975, General Cooperative Education began with the establishment of twenty-three programs in Louisiana. The first programs were developed in:

Kinder High School
Oakdale High School
Oberlin High School
Ascension Catholic High School
Gibsland-Coleman High School
Ringgold High School
Louisiana School for the Deaf
Plaquemine High School
Shady Grove High School
Sunshine High School
White Castle High School
Fisher Middle and High School
Grand Isle School
LaSalle High School
Alexandria High School
Bolton High School
Glenmora High School
Oakhill High School
Wettermark High School
Berwick High School
Patterson High School
Kaplan High School
Pineville High School

Since 1975, new programs have been added each year. Also, some of the original programs have been closed due to limited placement as graduates remained on their jobs, or have been converted to specialized Marketing and Distributive Education and Cooperative Office Education programs.

History of General Cooperative Education in Louisiana
A Story of Success

HISTORY OF GENERAL COOPERATIVE EDUCATION YOUTH ORGANIZATION

A youth organization within the General Cooperative Education program is a very vital and necessary part of any successful program. It offers the student an opportunity to be a part of a school group or club that otherwise, because of his schedule, he would be denied. The local youth organization is a requirement of the GCE program as set forth in the State Department of Education Minimum Standards.

The GCE youth organization on the state level was established on October 2, 1977 at the State Department of Education Youth Center in Bunkie, Louisiana. The schools that were represented there and which became charter members were:

Kinder High School
Oakdale High School
Shady Grove High School
Fisher High School
Grand Isle High School
Holden High School
Wettermark High School
St. James High School
Pearl River High School
Kaplan High School
Glenmora High School
Holy Savior Menard High School
Mandeville High School

Fifty-four students represented the above schools. The name chosen for this organization was Louisiana Chapter of General Cooperative Education Clubs (LCGCEC).

During the first organizational camp a state constitution was developed, purposes of the organization set forth, and officers chosen. The following is a list of the first state CGE Club Officers:

Officer	School	Advisor
President: Mary Davenport	Fisher High School Lafitte	Albert Wakefield
Vice-President: Darlene Lazano	Mandeville High School Mandeville	K. B. Gibbs
Secretary: Tammy Nelson	Pearl River High School, Pearl River	Elaine Prewett
Treasurer: Katherine Perrin	Fisher High School Lafitte	Albert Wakefield
Parliamentarian: Pam Alleman	Grand Isle High School, Grand Isle	Richard Ordoyne
Reporter: Robin Oliver	Shady Grove High School, Rosedale	Juanita Hill

In April 9-10, 1978, the first spring convention of LCGCED was held at L.S.U. During this first convention, the constitution that was developed in Bunkie, Louisiana, was adopted. Also, many other activities such as guest speakers, business sessions, and competitive events took place.

GCE PROFESSIONAL ORGANIZATION

The first GCE teacher-coordinator professional organization was formed at the 1977 Louisiana Vocational Association Conference. At this workshop-conference, twenty GCE teachers were in attendance. The officers elected at that time were:

Mr. K. D. Gibbs, President
Mandeville High School

Mrs. Elaine Prewett, Vice-President
Pearl River High School

Mrs. Juanita Hill, Secretary
Shady Grove High School

During this organizational meeting, plans were drawn for the professional organization to become a part of the L.V.A. and on organizing the first state youth organization which had been previously discussed.

The next meeting of this group, to be known as the Louisiana Association of General Cooperative Education Teachers (LAGCET), was held during the first Youth Camp at Bunkie, Louisiana, October 2 and 3, 1977. At this time, a constitution was developed, purpose of the organization set, and additional officers elected. The additional officers elected were:

Mrs. Richard Ordoyne, Parliamentarian
Grand Isle High School

Mr. Al Wakefield, Reporter
Fisher High School

Mrs. Judy Hubbell, Treasurer
St. James High School

Since the first LAGCET meeting in 1977, membership in the organization has grown to thirty in 1980 when this organization was officially accepted in the Louisiana Vocational Association. LAGCET was chartered by the L.V.A. under the division of New and Related Services.

STARTING A PROGRAM

STEPS IN STARTING A PROGRAM

1. Request assistance from the Office of Vocational Education, State Department of Education.

2. Organize a meeting with interested local businessmen, representatives of organizations, and educators and allow the State Department of Education representative to explain the program and answer questions. The opinion of this group should be secured regarding the need and potential success of a GCE program.

3. If the group opinion is favorable, make a survey of local establishments to determine their interest in this type of program.

4. If the potential training station survey is favorable, survey the students to determine their interest in this type of program.

5. Notify the Office of Vocational Education, State Department of Education, of your intentions of starting a GCE program; request and submit the necessary forms.

6. The State Department of Education will notify the parish if the program is approved and funds are available.

7. Select a teacher-coordinator.

8. Appoint an advisory committee for the GCE program and hold an organizational meeting.

9. Publicize the program to the business community, the faculty, and the students.

10. Enroll students in the program for the coming year.

11. Begin placement of students in suitable training stations, and begin preparing training plans. (Training plans should be completed shortly after student placement.)

12. Order necessary related instructional material and technical references for teacher and student use.

13. Teacher-coordinator then prepares course outline for the related class, and otherwise completes plans for the beginning of school.

In general, steps (1) through (4) would be completed before the end of the first semester of a school year, step (5) before the end of March, and the remaining steps before school begins in August or September.

COOPERATION WITH OTHER SCHOOLS AND AGENCIES IN FILLING MANPOWER NEEDS

Coordination of the various employment-related training programs is necessary to fulfill manpower needs efficiently. A community may have many different types of "education for work" such as work-experience programs, adult education classes, apprentice training programs, summer job programs, voluntary social service projects and Junior Achievement Companies. Some of these may serve as feeder programs to cooperative vocational education when the participants are ready for additional training; some may provide for further training of graduates and school dropouts. Information about the opportunities for cooperative vocational education must be communicated to the supervisors and directors of these programs so that young people can be referred to the school for continuing education in their field of interest. On the other hand, the cooperative vocational education coordinator should be familiar with the various training programs in the community in order to avoid duplicating their services, and in order to be able to refer students whose needs may be served best by these agencies or programs.

A coordinator also must be familiar with the occupational education programs which students may take after completing a cooperative vocational education program. Students who want further training may be referred by the coordinator to postsecondary vocational schools, junior colleges, four-year institutions, adult education programs, private trade schools, and other agencies which offer the type of additional education wanted.

In order to justify expenditures for new programs it is necessary to explain how the cooperative vocational education program fits into the total training effort of the community.

PROVIDING OCCUPATIONAL EDUCATION TO MEET CHANGING NEEDS

With the rapid changes that are occurring in occupations, the school must adapt vocational education to current and future employment opportunities, as well as to the personal needs of students and to societal needs. Cooperative vocational education need not be narrow job training unless the planners and operators make it so.

Provisions for specific policies and practices dealing with occupational and social change must be built into the program plan, and this feature must be periodically evaluated if the program is to remain flexible during changes. Among the features to consider in fortifying a program against obsolescence are up-to-date surveys, advisory utilization of the coordinator's contacts to receive information on change, and focusing periodic evaluation on curriculum needs.

OCCUPATIONS COVERED IN THE GCE PROGRAM

Any legally and morally acceptable occupation that meets the usual criteria of cooperative program such as, but not limited to:

1. Occupations which comply with State and Federal labor laws, the state minimum standards for vocational programs and the State Plan for Vocational Education.

2. Occupations not requiring state licensing and requiring less than a baccalaureate degree.

3. Occupations requiring at least one year of training.

THE INITIAL SURVEY

In general, there are three methods of conducting the survey to determine potential training stations. These are:

1. Personal contact and interview with prospective employers. This method is preferred above all others.

2. Telephone and schedule interviews with questionable, prospective employers.

3. Written, informative questionnaire mailed to prospective employers.

In a small community a very informal type of survey would probably be sufficient, but should be conducted by personal contact. The information gained in the survey should be written in some form so that interested persons could see the results. The written report should show the following for each business contacted:

1. Type of business.

2. Number of part-time training opportunities available for GCE students.

3. Specific jobs for which the business would hire high school students in the GCE program.

In making the survey, both public and private employers should be contacted.

A valuable addendum to the report of the survey would be a section dealing with the number of students interested in pursuing a cooperative arrangement, and, if possible, the types of occupations in which they are interested.

Local administrators should always feel free to contact the Office of Vocational Education, State Department of Education, at any time to request assistance in any phase of plannning a program.

PROMOTING THE PROGRAM

Public Relations and Recruitment

Promotion is an essential part of the General Cooperative Education program. The program must be continually explained, promoted, and publicized to the community for it to be successful. Promotion is a never-ending process of educating and developing the attitude of the total community to one of acceptance, approval and support.

The following is a suggested but not all-inclusive list of groups and individuals who must understand and support the GCE program if it is to contribute adequately to the community, school, and the individual. Included are methods and media for telling the story, and a list of groups and individuals to whom the story should be told.

1. Teacher-Coordinator. The teacher-coordinator must not only be convinced of the value of the General Cooperative Education program, but must make it a part of his everyday life. The coordinator's enthusiasm will carry over into the life and conversation of friends, students, and the community.

2. Administration, guidance, and faculty. Some of the most important supporters of promotional activities are school administrators, guidance personnel, and faculty. It is essential that they understand the value of, the need for, and results of the program. They may be done in numerous ways:

    a. Reports: number of student-learners
       earnings
       hours worked
       number and name of training agencies

    b. Labor market needs in the community

    c. Job opportunities on college and university campuses

3. Students. Posters, window displays, pictures taken on the job, and local newspapers are some of the media which get information to the students. The most effective promotion is the performance of students in the program.

4. Parents, Employers, and Community. People are interested in what is happening in schools. The teacher-coordinator should take every advantage possible to keep the public informed. News releases, TV and radio, talks by students and coordinators before civic groups, and breakfast or luncheon meetings with employers.

Methods of Promotion

Several mthods of promotion are suggested. Care should be taken to assure that quality materials and accurate information are prepared. Information for distribution should be meticulously planned and produced jointly by students and the teacher-coordinator.

1. For Administration, Guidance, and Faculty

   a. Handbook. A booklet may be printed or mimeographed and circulated. It should contain prerequisities, course credits, and an explanation of on-the-job training.

   b. Brochures. These may be similar to the handbook but condensed and presented to quidance counselors, parents, potential employers, and students.

   c. Projects. These may be similar to the handbook, but will aid in leadership development of students.

   d. Group meetings. These offer unlimited opportunities for cooperation between students and administrators, guidance, and faculty for promoting General Cooperative Education. One or more of the following methods may be used for multiple or single classes:

      1. Student speakers.
      2. Assemblies.
      3. Films and slides.
      4. Award presentations.

   e. Displays. Various kinds of displays are excellent attention attractions. Proper credit should be given to the contributors.

      1. Window display.
      2. Posters.
      3. Bulletin board.
      4. Mobile folding display.

2. For the Community

   a. School paper. Most schools have a publication for printing information concerning club activities and other student events.

   b. Parents' meetings. Activities may be publicized in P.T.A. or P.T.O. meetings or newsletters.

   c. Local newspapers. Current news and pictures relative to youth activities, events, projects, training stations, student progress and placement is applicable.

d. House organs. Many companies have in-house publications and are delighted to receive or release accounts of student activities and accomplishments.

e. Yearbook. Most schools have a yearbook publicizing youth activities. The GCECE chapter should budget money early for inclusion of its members and activities. Many times employers picture trainees in ads purchased.

f. Telephone. This is an indispensable tool for contact with employer, parents, and others in the community. Personal calls of congratulations, to make appointments, and for short discussions with parents are quite effective.

g. TV and radio. All broadcast media are required by law to provide public service time. Stations will allocate this time for presenting the General Cooperative Education story and will assist in preparing promotion materials.

h. Direct mail. Mail-away folders are available or may be prepared to explain the cooperative method applied in the General Cooperative Education program. These may be circulated to prospective training agencies and parents of students in the program and others.

3. For School-Community and Students

Many times during the school year opportunities are provided to promote a better understanding of General Cooperative Education and to encourage school and community support. These same opportunities enchance the leadership and social attributes of students. Some of these are:

a. The early-bird breakfast.
b. Advisory-committee breakfast, luncheon, or dinner.
c. Field trips.
d. Parish and state fairs.
e. Open house.
f. Parades.
g. Special events, such as Job Opportunities Day, Career Day, and Parents' Night.
h. District, state, and national conventions.
i. Social functions.
j. Employer appreciation function.

PITFALLS TO AVOID

Whenever a new program is being developed, several precautions should be taken to prevent misdirection. The key to any cooperative vocational education program is the coordinator. Most vocational authorities agree the success or failure of the program rests with the coordinator. The selection of this individual is the first step toward providing a good program. Other precautions could include alternate programs for students in the event they are laid off due to an unusual circumstance, such as a business slump. The majority of employers are willing and enthusiastic about working with the school in developing the student, but proper supervision is necessary to prevent an employer from offering only limited training or encouraging the student to quit school and work full time. The student should have a career objective in mind. The money received and time off from school should be incidental to the training. Consideration should be given to the problem of liability insurance for the student working in such areas as health occupations training. This is an area where the possibility of liability might be high. There are other precautions, of course, but the coordinator with the aid of the school staff and the advisory committee can resolve most problems which may develop.

WHAT IS THE GENERAL COOPERATIVE EDUCATION PROGRAM?

General Cooperative Education is an educational program in which the school and cooperating businesses in the community offer training in various occupations by utilizing the facilities of both to the greatest extent possible.

Over 50 years ago the University of Cincinnati decided that engineers could be better educated if they spent part of their school career in employment and if the school program could be related to the things that the student had learned on the job. This idea has now caught on to the extent that there are more than 160,000 students in some 4,800 different cooperative type programs in more than 3,000 high schools and junior colleges. The primary goal of the cooperative program is to prepare the student for gainful employment.

Congress thought enough of this type of Vocational Education program that they designated special funds for it in 1968.

WHAT ARE SOME CHARACTERISTICS OF THE PROGRAM?

1. One person will serve as teacher-coordinator for all cooperative students who represent several vocational services.

2. The teacher-coordinator has all students in class together, using group instruction on common topics and individualized instruction based on each student's needs.

3. Students generally receive two credits for G.C.E., one for the related instruction class and one for their on-the-job training. Students are usually scheduled for the related class and other subjects required for graduation in the morning, and are dismissed for on-the-job training in the afternoon.

4. Instruction in the related class will include "general" and "specific" related information. "General" related information is that which every worker needs to know, regardless of the occupational area in which he is employed, such as attitude improvement, employer-employee relations, communicative skills, grooming, labor laws, income tax, job interview techniques, etc. Specific related information pertains specifically to the occupation in which the student is training for and in which he is employed at the present time. The other special information is worked out by the coordinator in conjunction with the employer and is put into a training plan which is required for each student and is signed by the participating parties. The general related information is usually taught to the class as a whole, and the specific related information is taught on an individual basis.

5. The employer should agree to offer the student the greatest possible variety of job training in order to enable him to gain experiences in all phases of occupation for which the training plan prescribes.

6. The amount of compensation the student receives is determined by the employer in accordance with current wage and hour laws. Generally, students in this program receive the same wages as other workers entering an occupation with similar training and experience.

7. The employment of a regular employee shall not be terminated to create a position for the training of a student.

8. The student will adhere to company policy and his/her employment may be terminated for the same reasons as other employees.

9. Students in this program must be at least 16 years of age in order to meet wage and hour law standards. They are generally either Juniors or Seniors in their high school. Some students may enter the program in their Junior year and remain through their Senior year.

WHAT ARE SOME OF THE ADVANTAGES OF EMPLOYING A STUDENT-LEARNER IN THE GENERAL COOPERATIVE PROGRAM?

1. The employer becomes a partner in selecting, instructing, and training young workers in the skills and understandings needed for effective job performance.

2. The employer has the assistance of the school in instructing and counseling the cooperative student during the transition and adjustment period from school to job.

3. As follow-up studies show, employers retain a large percent of the cooperative students after graduation who work into positions of real responsibility and leadership.

4. Employers participate in keeping in-school and on-the-job instruction consistent with current practice in business, industry, and agriculture.

5. Employers can depend on this source of new workers who are receptive to instruction.

6. Employers have the advantage to hiring workers with a basic understanding of the technology of the trade, including the "know-why" as well as the "know-how."

7. Provides selected and motivated workers who have chosen a career in keeping with their interests and aptitudes.

8. Helps develop a reservoir of productive, promotable employees.

9. Relieves employers of some of their training problems.

DOES THE EMPLOYER MAKE REPORTS TO THE SCHOOL ON THE PROGRESS OF THE STUDENT?

The employer participates through conferences with the coordinator in making progress reports. The school employs a coordinator to teach the courses related to the work of the student, to correlate the school instruction with the practical work and to assist the employer in the follow-up of the student trainee during his employment. The employer will be asked to complete a short evaluation form on his cooperative student near the end of each grading period. The coordinator also confers with the employer at regular intervals in the employer's office.

MUST AN EMPLOYER KEEP THE STUDENT-TRAINEE AFTER THE TRAINING PERIOD HAS BEEN COMPLETED?

The employer is under no obligation to keep the student-trainee, and the student-trainee is under no obligation to remain after the training period. The student-trainee is considered one of your employees and you may keep him or let him go for the same reasons you would any other employee.

WHAT ARE SOME ADVANTAGES OF THE COOPERATIVE EDUCATION PLAN TO THE COMMUNITY?

1. Provides an effective means of developing young people for productive citizenship in the community.

2. Increases the economic health of the community as companies are able to meet their needs for new workers.

3. Provides a method of introducing high school students to the local employment opportunities.

4. Provides an opportunity to develop a unified community training program.

5. Provides specialized training in a variety of occupations at a reasonable cost to the community.

6. Promotes closer cooperation and understanding between the community and its schools.

7. Encourages students to remain in home community after graduation and promotes a more stable work force.

GENERAL COOPERATIVE EDUCATION

A Businessman's Investment in the Future

FOR INFORMATION CONTACT:

SUGGESTED SAMPLE LETTER TO EMPLOYERS

Mr. John Doe, Manager
Anytown Grocery
Anytown, Louisiana

Dear Mr. Doe (or Mrs. Doe):

Vocational subjects are an important part of your public school program. Our high school has offered courses in Vocational Agriculture and Vocational Home Economics for several years and is introducing a new vocational program to this community this year.

The program is known as the General Cooperative Education (GCE) program. It is a combination of practical training on the job in an approved business establishment and classroom instruction related to this job training.

Your high school is anxious to work with leading businessmen in initiating and operating this new program. We are interested in placing students in part-time employment who are seriously interested in preparing themselves for careers with reputable businesses in the community.

The GCE coordinator, Miss Sue Jones, will work with the employers and the students in this program. Miss Jones has business experience and is an approved vocational instructor in this field. Miss Jones will contact you and discuss the program in detail.

We will appreciate your cooperation and support in this effort to provide realistic, salable skill training for the youth of our community.

Sincerely,

Superintendent
Anytown Public School

CHECKLIST OF IDEAS

EVENTS TO BE PUBLICISED IN VOCATIONAL COOPERATIVE PROGRAMS	TV STATIONS	POLITICAL GROUPS/ CIVIC CLUBS	CHAMBER OF COMMERCE	LETTERS TO PARENTS/STUDENTS	P.T.A./P.T.O	SCHOOL CLUBS	SCHOOL ASSEMBLY	THEATERS	RADIO STATIONS	NEWSPAPERS	PUBLIC RELATIONS MEDIA
PROGRAM IS ORGANIZED											
ADVISORY COMMITTEE MEETS/ ORGANIZED											
STUDENTS NEED TRAINING STATIONS											
ALL PLACEMENT COMPLETED											
STUDENTS EARN RAISES AND ADVANCEMENTS											
STUDENT RATINGS ARE GIVEN											
EMPLOYER APPRECIATION ACTIVITY											
CHAPTER ORGANIZED											
CHAPTER HOLDS FIRST EVENT (PICNIC, BAR-B-QUE, ETC.)											
BUSINESS ADDRESS STUDENT TRAINEES											
NEW MACHINES OR EQUIPMENT ADDED IN SCHOOL											
PICTURES TAKEN OF STUDENTS ON JOB											
FOLLOW-UP ON GRADUATES											
EMPLOYMENT OR EQUIPMENT SURVEY OF CITY											
STUDENT WINS SCHOLARSHIP THROUGH PART-TIME TRAINING											
STATISTICAL REPORT MADE ON LOCAL PROGRAM											
COORDINATOR WRITES INDIVIDUAL MANUAL OR REPORT											
STUDENTS ARE TESTED (FOR APTITUDE OR PERFORMANCE)											
CHAPTER DELEGATES ELECTED FOR STATE MEETING											
COORDINATOR COMPLETES SUMMER WORK (OR SCHOOL)											
GROUP TESTS FABRICS, PLASTICS, ETC.											
STUDENTS (OR GROUP) ATTEND STORE MEETING											
GROUP USES NEW VISUAL AIDS IN BUSINESS TRAINING											
ENROLLMENTS INCREASE											
COORDINATOR TO ATTEND STATE OR NATIONAL MEETING											
COORDINATOR REPORTS ON STATE OR NATIONAL MEETING											
SALES GRAPHED FOR LOCAL PROGRAM											

ANYTOWN HIGH SCHOOL
POLICY STATEMENT

Time for On-The-Job Instruction

Students will be released from classes to work in training centers a maximum of three regular school periods per day. The time spent in regular school classes and working at the training center will not exceed 40 hours per week. (If a student is employed under a student-learning certificate issued by the United States Department of Labor, he must abide by the working hours allotted.) No student should work more than eight hours in any one day, school time included.

Student Age

Students must be 16 years of age to enroll in the program.

Student Selection

Final selection of students will be made by the teacher-coordinator and the coordinating employer. All students interested in enrolling must complete all forms and tests, as required by the guidance counselor, prospective employer, and the teacher-coordinator. Students selected must have a vocation career objective as a matter of school record.

Student Wages

All students enrolled in the program must receive compensation for their work while at the training centers, in compliance with applicable State and Federal laws. Students employed in firms covered by minimum wage laws must be paid the minimum wage or be working under a Student-Learner Certificate. Application forms are obtained from the Wage and Hour Division, United States Department of Labor.

Student Safety and Liability

All students enrolled in the program should be encouraged to purchase school insurance. Students are responsible for providing their own travel to the training centers. Training centers will be selected so as to provide maximum safety of the students.

Training Plans and Agreements

An individual training plan will be developed cooperatively by the teacher and the person responsible for training each student. Training plans will list the on-the-job experiences to be gained at the training center and the related classroom instruction to be given. A training plan between the school and the employer, which lists specific responsibilities of the parties or individual's involved, will be developed for each student.

Length of Class Instruction

A minimum of 55 minutes per day will be provided for related classroom instruction.

Supervision by the Employer

The employer or person designated by him will be responsible for training the student at his firm. The employer or his designated training supervisor will be responsible for providing the on-the-job experiences listed in the training plan. The employer will provide the necessary instruction to enable the student to perform the skills indicated in the training plan. Employers will complete periodic reports on student-trainees.

Supervision by the Teacher-Coordinator

The teacher-coordinator will make periodic visits to the training center to confer with the employer and observe the progress of the student and follow up on employer's progress report. The teacher-coordinator will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction needed by the student. There should be at least two visits made by the teacher-coordinator each month.

Administrative Relationships

The teacher-coordinator will make all requests to the high school principal or vocational supervisors. On-the-job instructors will work through the teacher-coordinator.

Financing the Program

The school district will provide adequate financial support to the program. The following will be budgeted annually for this phase of the program:

Books and Reference $_____ Equipment _____

Supplies $_____ Miscellaneous costs $_____

Travel $_____ Extended employment $_____

Advisory Committee

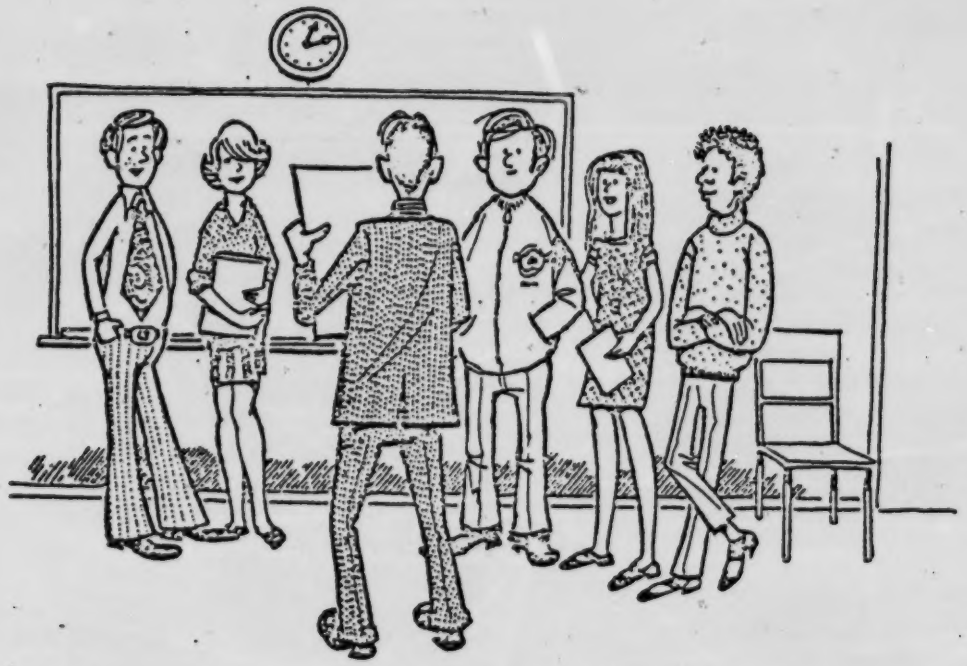
An advisory committee will be organized for the program, representing management, labor and education.

Community Survey

A comprehensive survey of the various firms and businesses in the community will be conducted continuously to determine possible new training stations.

Promotion

Planned and continuous efforts will be made to promote the program to students, school personnel, employers, and the public. The teacher-coordinator will have the main responsibility for promotion of the program.



STUDENT SELECTION

RECORDS AND REPORTS

In addition to the regular school records and reports, a permanent file must be maintained on each cooperative student with the following suggested information:

1. Application form and photograph
2. Training station
3. Grades
4. Training plan
5. Job progress reports
   (a) Employer's report
   (b) Coordinator's report
6. Cumulative hours and wages
7. Attendance record
8. Follow-up of student

SAMPLE

GENERAL COOPERATIVE EDUCATION POLICIES

1. The student participating in the GCE program will observe all the rules of the school as well as the rules specifically pertaining to the GCE program.

2. The student must schedule the GCE class.

3. Generally, students will report to their training stations in order to be available for a minimum of 15 hours per week of on-the-job training at the work station, with a minimum of 5 hours per week to be during school hours.

4. Students on the GCE program must leave the school grounds promptly when their last class is over, unless otherwise directed by school officials.

5. Once released from school, supervision of the student's activities on non-working hours or non-working days will not be the responsibility of the school or the coordinator. Responsibility for this supervision will rest with the student's parents or guardian.

6. All students participating in the GCE program should carry the 24-hour school insurance policy.

7. Promptness and attendance are very important qualities all good workers should possess. Students are expected to observe the sign-in and sign-out system for the GCE participants.

8. A student who is absent from school is not to report to work that day unless specifically approved to do so by the coordinator. A student failing to adhere to this policy is subject to disciplinary action by the coordinator.

9. Students are required to complete all GCE class assignments on time. The coordinator has the right to keep the student at school to complete such assignments before he is allowed to report for work.

10. Transportation from school and to and from the job is the responsibility of the student and/or parent or guardian.

11. A student who is absent should notify the coordinator first and the employer second, stating the reason for the absence and when he expects to return to school and to work. The student, not another member of the family, should make the calls mentioned, except in extenuating circumstances.

12. A student who has been given an on-campus or off-campus suspension may not report to work the days of the suspension.

13. A student having any job difficulty should discuss his problem with the coordinator, who, in turn, will attempt to correct the problem.

14. A parent should discuss any problems relating to his child's employment with the coordinator. Under no circumstances should he "have it out" with the employer.

15. If a student quits a training station without permission from his coordinator he fails the program.

16. The student will receive a total of 3 credits for successfully completing the program, which includes both the GCE class and the on-the-job training phase of the program. A student failing either part of the program will receive no credit.

17. A student may participate in the program in his junior and senior years, earning a total of 6 credits in GCE.

18. Good grooming and proper dress is important. Extremes in hair styles or dress have no place in this program. The dress of the students participating in the GCE program will be determined individually by the coordinator after conferring with the employer.

19. Each GCE student must attend a summer orientation workshop to be held in June or August.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

MINIMUM STANDARDS FOR STATE APPROVAL IN
REIMBURSED PROGRAMS OF VOCATIONAL EDUCATION

Funds appropriated by the Federal and State governments to support programs in Vocational education must be used in keeping with the State Plan for the Administration of Vocational Education under the Vocational Education Amendments of 1976. The State Plan as approved by the Board of Elementary and Secondary Education and the U. S. Office of Education constitutes a contract and plan for vocational education programs, services and activities. Local education agencies must meet minimum standards to be considered for reimbursement. The minimum standards listed below must be provided in each of the programs operating under the Vocational Education Amendments of 1976.

PLEASE NOTE: The following action was taken by the Board of Elementary and Secondary Education at its meeting on February 15 and 16, 1973:

"No vocational education or contract courses will be offered for credit in any secondary school if they require a license to practice the job until the course has been approved by the licensing board designated by law to regulate that vocation."

GENERAL STANDARDS

1. The local educational agency shall provide suitable classrooms, shops, equipment, materials of instruction, and visual aids for instruction in the vocational area. Information regarding recommended facilities equipment, and supplies are available from the various vocational education areas.

2. Local educational agencies shall prepare necessary reports and maintain appropriate records for each vocational education program.

3. The regular vocational education teacher must hold a valid Louisiana teacher's certificate entitling them to teach in their subject area and shall have the work

experience according to the provisions of the State Plan for Vocational Education.

(Note: Home economics teachers who are graduates of institutions with non-vocational home economics education programs shall contact the Office of Vocational Education, State Department of Education, for information concerning meeting special certification requirements.)

4. The teacher of vocational education shall spend full time in the vocational area if enrollment in all types of instruction (day school, youth and adult) justifies a full-time teaching situation.

5. The vocational education teacher(s) shall maintain vocational youth organizations in all vocational programs.

6. Vocational Education personnel shall actively participate in inservice programs contributing to vocational education for professional improvement in their area or field.

7. Secondary students who have attained ninth-grade status and are 16 years old shall be eligible for vocational education programs.

8. Students must be enrolled in an approved vocational education curriculum. The instruction must be sufficiently extensive and intensive to enable the student to achieve the objectives of the instruction and to develop necessary competencies.

9. All students shall be encouraged to participate in all vocational programs, traditional and non-traditional, regardless of sex to assist in eliminating sex bias and sex stereotyping as required by the Vocational Amendments of 1976.

10. No two courses may be taught during the same class period by one teacher and be eligible for reimbursement.

11. The proposal for adult classes (preparatory and supplementary) shall include instructional objectives, teacher activities, estimated enrollment and expected outcomes for the period of employment and must receive prior approval of the Office of Vocational Education, State Department of Education, before the beginning of the instruction. Reimbursement shall be contingent upon the submission of enrollment and other reports as may be required. Adult classes are not to exceed 60 hours per teacher.

12. The local education agency shall submit to the Office of Vocational Education, State Department of Education, a program of work for vocational education personnel on extended employment. The program of work must include instructional objectives, teacher activities, estimated enrollment and expected outcomes for the period of employment. Reimbursement shall be contigent upon the submission of enrollment and other reports as may be required by the various sections.

    (Note: Any proposal for instruction in vocational education beyond the nine-month session must receive prior approval of the director of Vocational Education, State Department of Education, before the beginning of the instruction.)

13. Cooperative education programs may be offered in the area of Agriculture, Business and Office, Marketing and Distributive, General Cooperative Education, Health Occupations, Home Economics, and Trades and Industry. A program of work for vocational cooperative coordinators on extended employment must be submitted to the Office of Vocational Education. (See No. 12 for specific information required.)

    General guidelines to be followed for cooperative programs also include:

    a. Students must be 16 years old.

    b. A written training plan shall be developed cooperatively by the teacher and employer for both the classroom and on-the-job training shall include (1) length of training, (2) skills to be learned through on-the-job training and work experience, and (3) skills and knowledge to be taught in the classroom. A completed training plan must be maintained in each cooperative student's folder.

    c. The cooperative education program shall include a total of 5 hours each week of related classroom instruction and an average minimum of 15 hours per week (5 hours to be on school time) on-the-job training. The student who successfully completes both phases earns 3 credits.

    d. Students must receive appropriate compensation for student learners.

    e. The cooperative education coordintor shall be required, at least six times per year, to visit students where employed, to observe the students at work and to confer with the employers.

f. There should be a written evaluation of each student's on-the-job training completed by the coordinator for each grading period. The responsibility for determining grades lies with the teacher-coordinator.

g. The cooperative education coordinator must be employed on an 11-month basis provided that the minimum enrollment for that service is met.

h. The student must abide by all State and Federal labor laws. The cooperative coordinator should make every effort to assist the employer in complying with labor laws as they apply to minors in cooperative programs.

14. Local advisory committees must be established in accordance with the Vocational Amendments of 1976.

15. The following activities which require travel by the Vocational Education personnel are considered to be necessary:

    a. Arranging and conducting field trips relative to the vocational education instructional programs.

    b. Attending and participating in vocational youth activities in-state and out-of-state.

    c. Attending and participating in vocational professional meetings, vocational conferences and vocational workshops in-state and out-of-state.

    d. Placement of graduates.

    e. Follow-up of former students.

    f. Supervising cooperative education students while on the job.

    g. Interviewing and counseling prospective cooperative education students.

    h. Arranging and coordinating vocational education program activities including cooperative education and work experience programs.

    i. Surveying employment needs of the area.

16. Any new vocational education program (preparatory, adult, or cooperative) must receive prior approval of the appropriate Section of the Office of Vocational Education, State Department of Education, before the beginning of instruction.

THE FOLLOWING MINIMUM STANDARDS MUST BE MET IN EACH OF THE VOCATIONAL PROGRAMS.

GENERAL COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

A General Cooperative Vocational Education program may be organized to serve a need where specialized cooperative vocational programs cannot be justified because of limited placement opportunities. Where a program in the usual vocational areas is not possible, all occupations normally served by vocational education can be combined to form a program(s). This program is designed primarily for small communities. The program may include student trainees in the marketing and distributive, health, home economics, trade and industrial, agriculture, and office occupations or any occupation that meets the criteria of cooperative vocational education programs.

GCE may not supplant an established specialized vocational cooperative program. When enrollment of 10 or more is reached in any one vocational area, a specialized program (class) must be established.

General Cooperative Education I and II (students are not to be mixed) is a program covering one or two school years that provides one related class period of vocational instruction per day, five days a week, and an average minimum of 15 hours per week of on-the-job training (5 hours of which should be on school time) and for 36 weeks each school year or a total of 540 hours per year.

A minimum enrollment of 10 students is required to initiate and maintain a program. The recommended number of cooperative students for a full-time coordinator is 35 - 45.

Students must be 16 years of age and have a written career objective in the vocational field in which they are receiving training. This program is designed for juniors and seniors.

It is recommended that a separate related class and on-the-job training grade be given to GCE students. This must be combined only for the official transcript. Students who satisfactorily complete both phases of the program will be awarded 3 credits per school year.

The GCE teacher-coordinator must be certified in one or more specialized cooperative areas if the program is to qualify for vocational reimbursement.

Coordination, Conference, and/or Planning:

a. Time must be scheduled during the school day for coordination, conference and/or planning. It is recommended that this time be scheduled during the on-the-job phase of the program which may be during the morning or afternoon hours.

b. A minimum of 2 periods per day for coordination shall be designated for each 10 - 25 students enrolled and 3 periods per day for each 26 - 45 students enrolled.
c. The teacher-coordinator should, in addition to coordination periods, have not less than one hour per week for conferences with each ten students enrolled.

FORMS

MONTHLY PLANNING CALENDAR

Teacher-Coordinator

September
Month, Year

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2 School assembly miss 6th & 7th periods	3 Set up school grade book
6 2 p.m. meeting to plan adult classes	7 Testing Program for all Juniors and Seniors -- Classes will not meet for three days.	8	9	10 GCE Club Membership Committee Meeting 7:30 p.m.
13 PTA meeting Introduction	14 Dept. Chairman Mtg. 12:30, Room 215	15	16 GCE Club meeting Breakfast, 7:30 a.m.	17 Finish Orientation Unit
20 Advisory Committee meeting - lunch	21 Guidance Committee meeting, 3:30 p.m.	22	23 Explain GCE to new faculty, 2:30 p.m.	24 First home football game
27	28	29	30	

GENERAL COOPERATIVE EDUCATION STUDENT SURVEY

_____ High School

_____, Louisiana

Student's Name Present Home-room Teacher

_____ _____

Next year I will be a _____ Junior _____ Senior

I am interested in taking General Cooperative Education next year.

Yes_____ No_____

I have worked before. Yes_____ No_____

If YES, tell where you have worked and for how long.

I will have _____ units at the end of this year.

My birthdate is_____ _____ _____
(Month) (Date) (Year)

I am now _____ years old.

I am free during the _____ period.

I have no free period daily. _____

I am presently employed. Yes_____ No_____

If YES, tell where, for how long, and what your duties are.

(SAMPLE)

GENERAL COOPERATIVE EDUCATION
PERSONAL DATA SHEET

1. Name _____ Address _____
2. Age _____ Birthdate _____ Home-Room # _____ Teacher _____
3. Telephone _____ Social Security # _____ Height _____
4. Weight _____ Health: (Good, Fair, Poor) Recent Illnesses _____
5. Father _____ Employed by _____
6. Mother _____ Employed by _____
7. Grade (now) _____ Studey Hall(s) _____ Teacher(s) _____
8. Would you be availabe for work this summer? _____
9. Have you ever been employed? _____
10. If so, what type of work? _____
11. Name of business(es) _____
_____
12. Why did you leave? _____
13. What do you plan to do after graduation? _____
14. Reason for this choice _____
15. Do you plan to go to college? _____ If so, what major? _____
16. What is your overall grade average this year? A, B, C, or D? _____
17. How many days have you been absent this year? _____
18. What is your lowest semester grade? _____
19. What subjects, if any, have you failed while in high school? _____
_____
20. What reason can you give for your failure(s)? _____
_____
21. Do you feel that you are capable of carrying three class subjects, with no study periods and working until 5:30 or 6:00 each day and all day on Saturday? _____
_____
22. Why do you think you would like employment in the general cooperative education program? _____
_____
_____
23. How did you first become interested in General Cooperative Education?
_____
_____
24. List any honors or awards you have received. _____
_____
25. List any club membership and offices hold: (a) _____
_____(b) _____
26. General Cooperative Education is concerned with a broad range of occupations; therefore, you should list your career interests as accurately as possible. Please list your first choice and two alternates. (a) _____
(b) _____(c) _____
Give a brief statement as to your reasons for these above choices.
(a) _____
(b) _____
(c) _____
27. List three teachers under whom you have studied this year.
(1) _____ (2) _____
(3) _____

Applicant's signature _____
Date _____
Parent's signature _____

MY PLEDGE TO THE GENERAL COOPERATIVE EDUCATION PROGRAM

I agree to:

1. Be punctual at all times.

2. Display good work habits at all times.

3. Perform in school and on the job effectively. I understand that failure to do so may result in the loss of credit and employment and assignment to afternoon study period.

4. Work for the best interest of the employer, the General Cooperative Education Program, the school, and myself.

5. Keep matters of business in strict confidence.

6. Acquaint myself with the business rules, school rules, and policies of the GCE Program, and make every effort to live up to them.

7. Make up work in all classes when absent, within the time set forth by my teachers.

8. Make the best use of any training material furnished by the company or coordinator.

9. Keep the same work schedule as other employees insofar as school hours will permit (with regard to such things as store meetings, overtime, etc.).

10. Look to the job ahead and prepare myself for promotion.

11. Notify my employer no later than 10:00 a.m. on any day that it is impossible to be at work.

12. Secure coordinator's permission to work in afternoons when absent from morning session of school. If at all possible, call should be made during the evening before.

13. Discuss job difficulties with the coordinator, who in turn will attempt to correct the problem.

14. Not quit a training station without express consent and knowledge of the coordinator.

15. Be careful of my appearance and actions at all times, realizing that everyone with whom I come in contact will know me as a young adult business person. I realize that business people who are sincerely trying to get ahead do not indulge in flashy fad hairdos, clothing, jewelry, and makeup, and that blue jeans and cowboy boots are more appropriately worn to rodeos.

_____

Signature of Student

GENERAL COOPERATIVE EDUCATION TRAINING AGREEMENT

1. If I am accepted and placed for training, I shall attend school one-half of each day and work in a business establishment the other half day. While in school I shall take one period of directly related instruction and two periods devoted to subjects required for graduation.
2. I shall be a part-time employee for a minimum of 15 hours a week and my work experience will follow an organized plan developed by the employer and my school.
3. My training will cover a two-year period if I make satisfactory progress (two years for juniors, one year for seniors).
4. I shall be paid a learner's wage for my job training.
5. My training in school and on the job will be organized and supervised to enable me to advance in my vocation.
6. The program is designed to provide me with specific vocational training to enable me, after graduation, to secure full-time employment in my chosen occupation and to advance in it.
7. My participation in the training program will require me to study hard and work diligently in the afternoons and Saturdays.
8. The credit I earn will apply toward my high school graduation.
9. I shall be eligible for membership in the General Cooperative Education Clubs of Louisiana. Club work is considered an integral part of the program.
10. The coordinator will assist students in finding suitable and acceptable employment, but the student will be expected to make reasonable efforts to contact prospective employers as well.
11. Students must be employed on or before the second week in September.
12. I realize that credit will not be granted for one part of General Cooperative Education unless my progress in both class and job training meets school standards.
13. My employer-trainer will rate my progress periodically. This rating will serve as a basis for my job training grade.
14. I understand that I shall not change my place of training without first discussing the change with the General Cooperative Education coordinator at least ten days before the anticipated change.
15. I also understand that during slack business periods that General Cooperative Education students are to report to the GCE room for an afternoon study period or as otherwise directed.
16. The General Cooperative Education trainee is not to work during the afternoon, unless in school that day, without the prior approval of the coordinator. Generally, it is assumed that if students are too ill to attend school, they are too ill to work.
17. The General Cooperative Education program is designed to train juniors and/or seniors in occupations they plan as a career.
18. The trainee must be 16 years of age and at least a junior to be eligible.
19. Work permits are required by state law for all students under 18 years of age.
20. A student may earn three credits each year for both related instruction and on-the-job training.
21. While this program is designed for the student who wishes full-time employment upon graduation, the credit received meets college entrance requirements.

I understand that the General Cooperative Education Program is to be conducted in accordance with the conditions as stated and will do my best to see that these conditions are followed.

_____

Student's Signature

PARENTAL CONSENT

General Cooperative Education (GCE) is a vocational training program whereby a student attends school for a maximum of four hours per week and receives at least fifteen hours of actual work experience per week in an occupation related to the student's career objective. While at school the student must take a course of related instruction pertaining to his particular job. On the job he is rotated according to a definite plan so that he may be placed in an environment conducive to his career objective. For successful completion of both the in-school related class and the on-the-job training, the student receives three credits.

A student who elects General Cooperative Education does so because he feels a definite interest in the opportunities offered and is thinking seriously of making a career in this type of occupation.

HOW WILL IT BENEFIT MY SON/DAUGHTER? General Cooperative Education is practical because it gives the student first-hand experience in the career which he has chosen even before he graduates from school. He is placed in the type of job for which he has shown special interest and aptitude. At all times he is under the supervision of an experienced, successful training sponsor.

The school gives him individual instruction for his particular job. (The General Cooperative Education Chapter provides excellent leadership and social activities throughout the year.) The teacher-coordinator checks at regular intervals to assure the progress of the student who receives full scholastic credit upon satisfactory completion of the course.

HOW CAN THE HOME HELP? You want your son or daughter to succeed; so do we. Let's then work together on the vitally important job of making his progress our mutual concern. You can see to it that he eats an adequate breakfast (he works better with proper food habits), and that he is properly groomed for school and the job. Boys should cut their hair in conservative styles. Levis and blue jeans are not business-like and are not permitted. Girls should dress in simple, tailored fashions, skirts and blouses, and stockings. They are specifically requested not to wear sheer, fussy nylon blouses, slipover sweaters, or elaborate jewelry.

Your son or daughter must come to school regularly and promptly. He must be present in school in order to go to work in the afternoon. It is his responsibility to notify the training sponsor when he is absent. If you will see to it that he observes these simple rules, he will develop the proper work habits and learn to assume responsibilities.

We hope that this will prove a happy, successful year for your son or daughter. Please sign and return this consent agreement.

_____

s/ Parent or Guardian

GENERAL COOPERATIVE EDUCATION

IDENTIFICATION CARD

_____ HIGH SCHOOL

_____ is enrolled in General Cooperative Education. He has permission to leave school at

_____

Signed _____
Principal

GENERAL COOPERATIVE EDUCATION DEPARTMENT

_____ HIGH SCHOOL

INTRODUCTION CARD

_____
(Date)

To the prospective employer _____

Firm name _____

This will introduce _____ of the General Cooperative Education Program, who is interested in obtaining on-the-job training for at least 15 hours per week to supplement the training he/she receives at school.

_____
Teacher-Coordinator

Accepted _____

Not accepted _____

Comments: _____

_____

_____

_____

EMPLOYERS RATING SHEET

High School _____ Coordinator's Name _____

Student's Name _____ Training Station _____

Rating Keys: A - Excellent
B - Good
C - Satisfactory
D - Unsatisfactory

		1st 6 wks.	2nd 6 wks.	3rd 6 wks.
APPEARANCE	Compare with standard set by other employees			
ATTENDANCE	Compare actual attendance with hours assigned			
ATTITUDE	Toward the job, supervisors, other employees, customers			
CRITICISM	Accepts constructive criticism readily			
INITIATIVE	Does work without direction and on his own volition			
INSTRUCTIONS	Ability to follow instructions			
PUNCTUALITY	Consider times late. Do not let reasons for tardiness influence grade			
QUALITY OF WORK	Compare with other employees of equal age, length of service, and hours on the job.			
QUANTITY OF WORK	Compare with other employees of equal age, length of service, and hours on the job.			
RESPONSIBILITY	Readily carries out assigned tasks.			

At present, the trainee is being paid $_____ per _____ hour week.
Additional comments or suggestions for improvement: _____

1st 6 weeks _____
2nd 6 weeks _____
3rd 6 weeks _____

_____
Employer Signature

COMMUNITY SURVEY

(Town)

(Name of Business) (Type of Business)

(Address) (Phone) (Chain) (Independent)

(Manager) (Person Interviewed)

Employees	Full	Part
Supervisors		
Salespeople		
Stock		
Other		
Other		

High School Students Employed	
Name	School

How many new employees each year?

Have co-op students ever been employed?

COMMUNITY SURVEY OF BUSINESSES

Name of Firm: _____ Name of Person Interviewed: _____

Type of Business: _____ Title of Person Interviewed: _____ Phone # _____

JOB POSITION NAME	BRIEF DESCRIPTION OF JOB	Full or Part Time	Number Employed	Number of Current Openings	Number of Workers Needed Due to Turnover, Expansion, etc.						LOCAL SUPPLY OF EMPLOYEES QUALIFIED FOR THIS POSITION		
					Next 12 Months		Next 3 Years		Next 5 Years		Scarce	Adequate	Surplus
					Full Time	Part Time	Full Time	Part Time	Full Time	Part Time			

QUESTIONS	SPACE TO RECORD ADDITIONAL COMMENTS/SUGGESTIONS
1. Do you need additional employees during peak seasons? _____No _____Yes; When are the peak seasons for your business? _____ _____ _____	
2. Would your business be willing to cooperate with the local school in providing a learning opportunity on-the-job for student(s) desiring training in careers in marketing? _____No _____Yes	
3. Would a representative of your firm be interested in acting in an advisory capacity to help upgrade or develop programs for marketing and distributive education? _____No _____Yes	

Signature of Interviewer_____ Date of Interview_____

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COORDINATOR'S SUMMARY

WERE YOU ABLE TO INTEREST THE BUSINESS IN TRAINING? Yes or No		PLAN OF ACTION
Coop.		
Adult		
Pre-Emp.		

Training needs (List actual words of person interviewed.): _____

_____

_____

_____

_____

_____ _____

(Today's Date) (Your Name)

(SAMPLE)

LETTER TO COOPERATING BUSINESSMEN

GENERAL COOPERATIVE EDUCATION
_____ HIGH SCHOOL
_____, 19____

Dear Sir:

I wish to extend to you our thanks for the fine on-the-job training your organization has given the following member or members of the General Cooperative Education Class of _____ High School:

_____

Your excellent cooperation makes it possible for these students to enjoy the advantages of a very practical school-job training program. Such experience will enable these students to smooth out the difficult path of adjustment from the theoretical classroom to the practical working world.

It may be of interest to you to learn that this group of _____ seniors, during the first half year of their training just ended, worked a total of _____ hours and earned wages totaling more than $_____. During this same period each member of the class received _____ hours of job related class instruction.

The rating sheets which you returned have been carefully analyzed and discussed with the class. It is our intent to work with these students so that they may improve the qualities in which they seem lacking.

You are cordially invited to visit with us and observe the work of the group.

Your continued cooperation will be sincerely appreciated.

_____
Teacher-Coordinator
General Cooperative Education

Approved by:

_____
Principal

SAMPLE SUPERINTENDENT'S LETTER TO
ADVISORY COMMITTEE MEMBERS

(Letter of Appointment)

Date

Inside Address
x
x
x

Dear _____:

The General Cooperative Education Program at (name) High School is beginning its (number) year of operation. We in (name) Parish are extremely proud of this program because of the outstanding contributions it has made to our community, our school, and above all, to our students.

Recognizing your interest in this program, may I appoint you to the General Cooperative Education Advisory Committee? This Committee is comprised of (number) local leaders from businesses, two school administrators, and the local General Cooperative Education Coordinator, (name).

The purpose of this Committee is to . . . . .

(Give explanation of type and purpose for calling meeting.)

Your term of appointment will become effective (date) and will expire (date). Please advise me if you are willing to accept appointment to this committee. Our next meeting will be (date and time) in the board room of the (address).

Should you have a question concerning the duties of this Advisory Committee, please telephone (Coordinator's name) at (phone).

Sincerely yours,

Superintendent of Schools

cc: (Coordinator)
(Principal)

Advisory Committee

This is to Certify That

_____

has served faithfully, unselfishly and creditably as a member of the Advisory Committee of the _____ Department of _____ for the year 19____ to 19____.
(Institution)

As evidence this certificate is granted this _____ day of 19____.

_____ _____
Official *Title* *Official* *Title*

CLASS ORGANIZATION REPORT
DE Preparatory, DE Cooperative
and General Cooperative Education
DE 918(R 8/75)

State of Louisiana
DEPARTMENT OF EDUCATION
Baton Rouge
Distributive Education and General Cooperative Education Section

Original to: State Office
Copies to: Local Administration

School Year_____

Parish_____

Please fill in this form in triplicate for each class and send original to State Office by date specified.

School	Coordinator	Mailing Address
DE Prep I II DE Coop I II GCE I II	Time Class Begins; Time Class Ends;	Conference Period Time / Coordination Period Time

Name of Student	Age	Grade	Sex	Instr. Prog. Code	Training Station	Training Plan on File	Type of Work Department	Disadv. Codes
Example; Mary Day	17	12	F	04.02	Sears Roebuck Company	Yes	Sales-Children's Wear	B-7,10
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Signature of Coordinator Date Signature of Principal Date

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Name of Student	Age	Grade	Sex	Instr. Prog. Code	Training Station	Training Plan on File	Type of Work Department	Disadv. Codes
Example: Mary Day	17	12	F	04.02	Sears Roebuck Company	Yes	Sales-Children's Wear	B-7,10
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								

Signature of Coordinator _____ Date _____ Signature of Principal _____ Date _____

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NAMES OF ALL STUDENTS ENROLLED SHOULD BE LISTED. (Use extra sheets when necessary.)

Form Approved: 58
Budget Bureau No. 44-R0[illegible]

LEAVE THIS SPACE BLANK

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

1931 Ninth Avenue South
Birmingham, Alabama 35205

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B: DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 4-68)

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SAMPLE*

MILEAGE REPORT

Month _____ Coordinator _____ School _____

Date	MILEAGE End	Start	Total	Parking	COMPANY	STUDENT	REASON

Total Miles _____ x _____ = $_____
(rate/mile)

Signature _____

Approval _____

* YOUR SYSTEMS REPORT FORM MAY DIFFER